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ABSTRACT

This document contains recommended standards for quality vocational programs in agricultural/agribusiness education which are divided into (1) standards common to all programs, (2) standards specific to adult education in agriculture/agribusiness, and (3) standards specific to production agriculture, secondary. The sixty common standards are grouped by these areas: instructional program (15); supervised occupational experience (10); leadership development (6); student recruitment, enrollment, and counseling (4); public relations (2); facilities and equipment (8); staffing (10); finance (1); placement (1); and evaluation (3). Twenty-one standards specific to adult education in agriculture/agribusiness are grouped as planning and conducting the instructional program (6), staffing (5), Young Farmer Educational Association (3), development (3), administration (2), and evaluation (2). Eleven standards specific to production agriculture, secondary, pertain to instructional program (5), supervised occupational experience (3), staffing (1), and administration and supervision (2). (YLB)

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Recommended Standards:

COMMON TO ALL PROGRAMS

SPECIFIC TO PRODUCTION AGRICULTURE SECONDARY

SPECIFIC TO ADULT EDUCATION

FOR

QUALITY

AGRICULTURE/AGRIBUSINESS PROGRAMS

IN

KANSAS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STANDARDS FOR QUALITY VOCATIONAL PROGRAMS
IN AGRICULTURAL/AGRIBUSINESS EDUCATION

STANDARDS COMMON TO ALL PROGRAMS

Instructional Program

1. The department's annual and five-year program plans including goals, objectives and activities are on file in the department and with the administration and counseling offices.

2. A written statement of the philosophy for vocational education in agriculture/agribusiness is on file and is in harmony with the philosophy statement for the total school.

3. The instructional program is reviewed a minimum of once each five years and modified in light of local, regional, state or national trends and changes in entry-level employment in agriculture/ agribusiness occupations.

4. Validated competencies needed by students for entry and advancement employment and self employment in agriculture are utilized in developing objectives and courses of study for the instructional program. The national Agriculture Competency Study is used when revising the Kansas core materials.

5. The instructional program is designed in a systematic order to include class time, laboratory work, field trips and occupational experience to adequately prepare students for entry level employment, updating, or advancement within the occupation.

6. The instructional program is coordinated with other local secondary, postsecondary, and four-year programs of education in agriculture/ agribusiness.

7. Planned visits are made to prospective employers by the agriculture/ agribusiness instructor or school placement officer to determine current manpower needs.

8. Written courses of study are based on validated competencies, evaluated annually, and revised as needed.

9. Provisions are made to accommodate students with physical handicaps or other special educational needs based on a individual educational program. A policy also exists whereby instructional materials are screened for sex bias and sex discrimination.

10. Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program.

11. Teaching units are developed that clearly state instructional objectives, activities, resources, and evaluations to be utilized during instruction.

12. Modern and technically accurate instructional and reference materials and textbooks are utilized in the instructional program.

13. Students have access to current trade journals and other agricultural publications.

14. Instruction in safety is provided in advance of any shop or laboratory work.

15. Transportation is provided to students for all approved planned off-campus educational activities.

Supervised Occupational Experience

16. Students are engaged in supervised occupational experience programs that are related to their occupational objectives and are appropriate in light of their ability and place of residence.

17. A systematic plan is utilized to select, develop, and evaluate training stations that assist students in obtaining desired occupational competencies.

18. The instructor, student, and employer cooperatively develop a formal training agreement and training plan which include essential competencies and experiences that are to be acquired during the program.

19. Students participating in the occupational experience program are employed in accordance with all applicable federal and state labor laws.

20. The instructor provides effective coordination, supervision, and occupational guidance to students engaged in occupational experience programs.

21. Supervision of students, engaged in cooperative occupational experience programs, is accomplished by both the instructor and the cooperating employer.

22. Agriculture/agribusiness instructors have at least one class preparation period per instructional day.

23. Each instructor responsible for supervision of occupational experience programs maintains adequate records to determine student progress and to assist in placement.

24. Each student engaged in a supervised occupational experience program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.

25. Students receive (school) credit for all supervised occupational employment programs that are conducted during and after regular school hours.

Leadership Development

26. All secondary agriculture/agribusiness students shall become members and participate in the Future Farmers of America. (FFA)

27. All postsecondary agriculture/agribusiness students are encouraged to become members and particpate in the appropriate postsecondary student organization.

28. The local FFA Chapter and YFA Chapter encourage members to be involved at the district, state, and national levels.

29. The FFA Chapter, YFA Chapter, and postsecondary organizations should reflect the instructional program and in as much as possible provide for the specialized needs and interests of all members.

30. Leadership development activities are an integral part of the instructional program.

31. Organizations representing specialized areas of agriculture/agribusiness should provide leadership and occupational training for students in postsecondary institutions.

Student Recruitment, Enrollment, and Counseling

32. Secondary level students enrolling in a specialized program of agriculture/agribusiness have completed a one or two-year introductory vocational agriculture program.

33. Prospective students and their parents, when applicable or practical, should be visited by the agriculture/agribusiness instructor and provided copies of the program objective prior to their enrollment in the program.

34. A student card or file is maintained for five years for all students and contains current information and occupational objectives, supervised occupational experience program, FFA activities, complete course work, social security numbers and other necessary subjects.

35. The agriculture/agribusiness instructor advises each student on a regular basis and assists those with special educational needs to obtain additional assistance from qualified school personnel.

Public Relations

36. Through an effective public relations program the faculty, students, parents, employers, advisory council members, and the community understand the educational objectives, major activites and accomplishments of the agriculture/agribusiness program.

37. The instructor establishes and maintains cooperative working relations with leaders in related industries, organizations, and agencies.

Facilities and Equipment

38. The agriculture/agribusiness office, classroom and laboratory should meet the state and federal guidelines for the program offered. The equipment replicates that found in the occupations from which training is provided.

39. Facilities and equipment meet all current state and federal safety regulations.

40. The classroom and laboratory are maintained in an orderly, safe, and attractive condition.

41. Facilities and equipment are arranged with consideration given to effective teaching, class control, safety, and energy conservation.

42. If a land laboratory convenient to the school is provided, it should be utilized in the instructional program.

43. The departmental office is located so as to provide optimum supervision of activities, and should be equipped with a telephone.

44. Supplies and equipment are stored in a systematic and safe manner.

45. Maintenance and service records of equipment and student results on safety test are on file in the department office.

Staffing

46. The instructor possesses the personal, technical, professional, and occupational competencies necessary to prepare students for entry level employment and for advancement within the occupation.

47. The instructor is sensitive to the needs of students and can recognize and make provisions for individual student differences within the instructional program.

48. Instructors are employed by the local education agency to complete responsibilities during the school and summer months commensurate to the level and type of program offered.

49. The instructor is actively involved in professional teacher organizations which are supported by agricultural educators in the nation and is engaged in continuing in-service professional development programs. (To include meeting certification requirements when applicable.)

50. All instructors in the department hold a current Red Cross first aid card or it's equivalent, defensive driving, school bus, DPR, and EMP.

51. The department has access to secretarial services.

52. Instructors holding provisional certification will acquire full certification within three (3) years of original employment.

53. The agriculture/agribusiness program is an integral part of the local, district and state plan for vocational education.

54. Representatives of local, area, and state education agencies participate in planning the program of instruction and are kept informed of the progress made.

55. In a multi-instructor department, one instructor is appointed by the administration and compensated to serve as the department head. Job descriptions are on file for all department staff members.

Finance

56. The instructional program is supported by an annual board-approved budget that considers program needs and the number of students enrolled. Included are:

    a. Staff compensation is on a 12 month basis.
    b. Facility operation and maintenance (pro-rated)
    c. Equipment and material purchase and replacement
    d. Consumable supplies
    e. Teacher travel and per diem
    f. Transportation for field trips
    g. In-service education

Placement

57. The instructor, in cooperation with the school couselor, assists in the placement and follow-up of students. Placement rates equal or exceed 50% for secondary and 75% for post-secondary. A file of placement and employment records is maintained.

Evaluation

58. The instructor, local adminstrator (s), and appropriate state education agency staff member (s) and advisory council meet at regular intervals to formally examine and evaluate the agriculture/agribusiness program.

59. One year follow-up surveys of former students and their employers are made to determine the student's current occupational or educational status, and employer's satisfaction with the employee.

60. Results obtained from program evaluations are used to promote, develop, and improve the instructional program.

STANDARDS FOR QUALITY VOCATIONAL PROGRAMS
IN AGRICULTURAL/AGRIBUSINESS EDUCATION

STANDARDS SPECIFIC TO
ADULT EDUCATION IN AGRICULTURE/AGRIBUSINESS

Planning and Conducting the Instructional Program

1. The instructional program reflects the occupational needs, critical problems, goals and objectives of the adult enrolled in the program. These are organized by the class members and the instructors into a systematic and sequential schedule which includes individual on-the-job instruction as appropriate.

2. Teaching units are developed that clearly state instructional objectives, learning activities, and resources to be used in the instructional program.

3. A variety of teaching methods is employed in conducting the instructional program.

4. Individualized instruction is provided on a seasonal basis. This individual instruction is provided as needed throughout the program.

5. Instruction in farm, ranch, and other business records, computerized business analyses, and other decision-making techniques are provided in the instructional program.

6. Periodic student evaluation is available from the instructor and discussed with the student.

Staffing

7. Instructors meet the same certification standards as the secondary or post-secondary instructor or receive annual approval by the appropriate state department of education agency.

8. Instructors employed full-time in Young Farmer and other adult education programs have been trained to work with adults and have successful occupational experience in the area to be taught.

9. Provisional certificate is issued to persons completing the minimum requirements. Instructors who are full-time employees are required to correct any deficiencies that exist, in order to become fully qualified within three years.

10. Instructors attend annual state in-service workshops dealing with problems relating to Adult Education in Agriculture/Agribusiness.

11. Instructors understand and carry out their job descriptions. Itineraries and work schedules are developed and followed.

Young Farmer Educational Association

12. State and local young farmer associations shall be non-profit, non-political and non-discriminatory.

13. The local Y.F.A. advisor is the instructor of the vocational agriculture/agribusiness class(es) for young farmers.

14. The Y.F.A. executive committee, or a committee appointed by it, is responsible for the planning and execution of an annual program of activities.

Development

15. The Standards for Quality Vocational Programs in Agricultural/Agribusiness Education are used by the school administration and/or the advisory committee in assessing the needs of Young Farmer and other adult education programs in agriculture/agribusiness. Concerns of the instructor are that the findings made available will be used for future program planning and development.

16. Current state standards and guidelines are followed in the development of the adult agriculture/agribusiness education program.

17. The annual plan and related reports for the adult education program are submitted to the local administrator and the appropriate state agency for approval.

Administration

18. Young Farmer Chapters and other Adult Education in Agriculture/Agribusiness are recognized and conducted as part of each state's secondary and postsecondary vocational programs.

19. State and local plans provide for the following:

a. Advisory committees representing young and adult farmers and appropriate agribusiness representatives are created to assist in identifying program needs for a full-time adult instructor. The committee meets as many times as needed during the year to effectively carry out the program.

b. Advisory committee members are nominated by the instructor and the present advisory committee with the board of education making the final selection.

c. Both annual and long-term instructional plans are developed to meet local needs.

d. Federal, state, and local funding is provided for the development and maintenance of the program.

e. The local plan provides for facilities and equipment. Funds are budgeted for salaries, travel educational supplies, and other instructional needs.

f. All teachers are certified or are otherwise qualified to teach agriculture/agribusiness.

g. Those enrolled are considered students of the local or area school.

h. Instruction is provided on a seasonal basis.

i. The enrollment includes ten or more students per class and a minimum of thirty clock hours with instruction for Young Farmer programs, a minimum of twenty hours for Adult Farmer programs, and a minimum of 450 hours for Farm Business Analysis programs.

j. Scheduled time for individual instruction on a year-round basis at the local level is provided.

Evaluation

20. An annual evaluation of the program is conducted by representatives of school administration, advisory committee, class members, and local and state staff and every three years uses the Standards for Quality Vocational Programs in Agriculture/Agribusiness Education and other appropriate evaluation instruments.

21. Summaries of evaluation findings are prepared by local administrators and distributed to the state vocational agriculture/agribusiness administration and to those who participated in making the evaluation.

STANDARDS FOR QUALITY VOCATIONAL PROGRAMS
IN AGRICULTURAL/AGRIBUSINESS EDUCATION

STANDARDS SPECIFIC TO PRODUCTION AGRICULTURE
SECONDARY

Instructional Program

1. Class is limited to a maximum of 18 students/contact hour/year in both the introductory and specialized phase. The maximum number per instructor is 54 students in the specialized phase.

2. Students enrolled receive a minimum of 180 hours of instruction in the introductory phase, a minimum of 540 hours in the specialized phase.

3. Instructors submit to the administration a tentative schedule of supervisory visits and/or activities planned for the period between the end of one school session and the opening of the next scheduled session. List of accomplishments needs to be submitted monthly. At the end of the summer the accomplishments are discussed with the administrator.

4. Classroom/laboratory instruction is structured to include a balanced program with 60% in animal production, crops and soils, farm management, and leadership, and 40% in related mechanics.

5. The program allocates 50% of the instruction time for the classroom activities and 50% for laboratory experiences.

Supervised Occupational Experience

6. The instructional program provides a minimum of two on-site supervisory visits per student during a 12-month period with additional visits based on student need and instructor's time.

7. An annual report of the occupational experience program of students is submitted to the school administration as found on the completion report form VE-50.

8. Students receive a minimum of 450 hours of supervised occupational experience during their enrollment in the program.

Staffing

9. Each instructor is certified to meet the state requirements or three-year provisional requirement for instruction directly related to the area the instructor intends to teach.

Administration and Supervision

10. The maximum student teacher ratio is: 72-1.

11. Students receive a minimum of one credit per hour of daily instruction.